



MIDDLE YEARS PROGRAMME

2022 – 2023



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1. IAA MISSION AND VISION

MISSION

IAA delivers a holistic international education that exemplifies life-long learning and responsible citizenship.

IAA belongs to the Jordanian community, fostering an atmosphere of pride and identity, celebrating our traditions and promoting a sustainable future.

IAA equips its students with the skills, principles and experiences that empower them to fulfill their academic, personal and social potential.

IAA promotes ethical development, intercultural empathy and a duty to the global and local community.

VISION

To provide a unique educational experience that inspires, nourishes and celebrates the individual; one in which staff, students and parents are proud partners.



2. THE IB MISSION STATEMENT

The IB aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

3. IB LEARNER PROFILE

At the core of all IB Programmes is the Learner Profile. These are 10 attributes fostered in students that promote their development as responsible members of their local, national and global communities.

The graphic features a silhouette of a human head in profile, facing right. The interior of the head is filled with various words related to the IB Learner Profile, such as 'INQUIRERS', 'KNOWLEDGEABLE', 'OPEN-MINDED', 'CARING', 'RISK-TAKERS', 'REFLECTIVE', 'PRINCIPLED', 'THINKERS', 'COMMUNICATORS', 'BALANCED', and 'KNOWLEDGEABLE'. To the right of the head is a circular logo with the text 'THE IB LEARNER PROFILE' around the perimeter and a silhouette of the head inside. Below the graphic is a dark blue section with white and light blue text.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

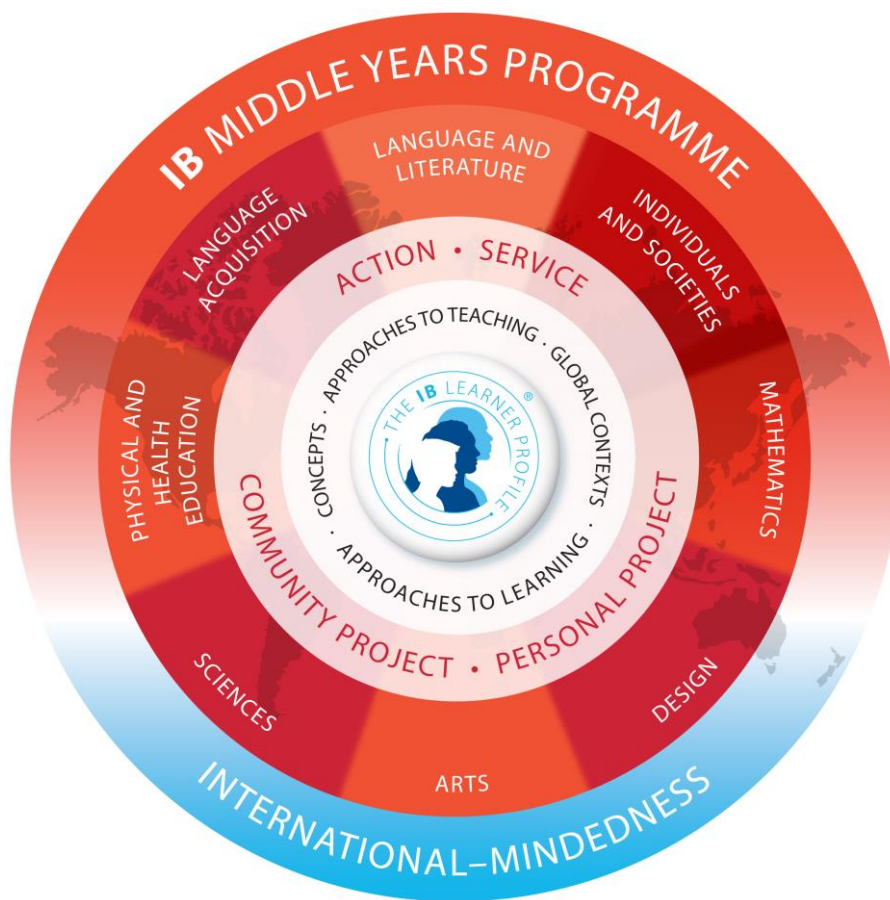
<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p> <p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p> <p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p> <p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p> <p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p> <p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p> <p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p> <p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p> <p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>
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The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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4. WHY THE MYP?



The IAA implements the Middle Years Programme (MYP) in (Grades 6-10) and the Diploma Programme (DP) (Grades 11- 12) offered by the International Baccalaureate. Both programmes are based on the premise that, to allow students to become fully-informed and contributive citizens of an increasingly globalized world, schools must teach them to be excellent communicators, to be aware of multiple cultures, including their own, and to make connections between their learning and their lives.

The IAA believes that the MYP ensures that our students will develop a broad knowledge base, strong academic and intellectual skills and the ability to apply their knowledge and skills to the world beyond school.

The MYP has been designed specifically to meet the needs of students in Grades 6 through 10. the programme provides structure and support as students develop independence, responsibility and intellectual curiosity.

The MYP includes eight subject areas, Key and Related Concepts, Global Contexts, Interdisciplinary Learning, the IB Learner Profile, Approaches to Teaching and Learning skills, Service as Action and the Community and Personal Projects. The MYP strives to develop students' capabilities through carefully considered learning experiences in all of these areas. Information about each of these elements is included in subsequent sections.

5. DISTINCTIVE FEATURES OF THE MYP

In the MYP, students study different subject groups, with a minimum of 50 teaching hours per subject group each year.

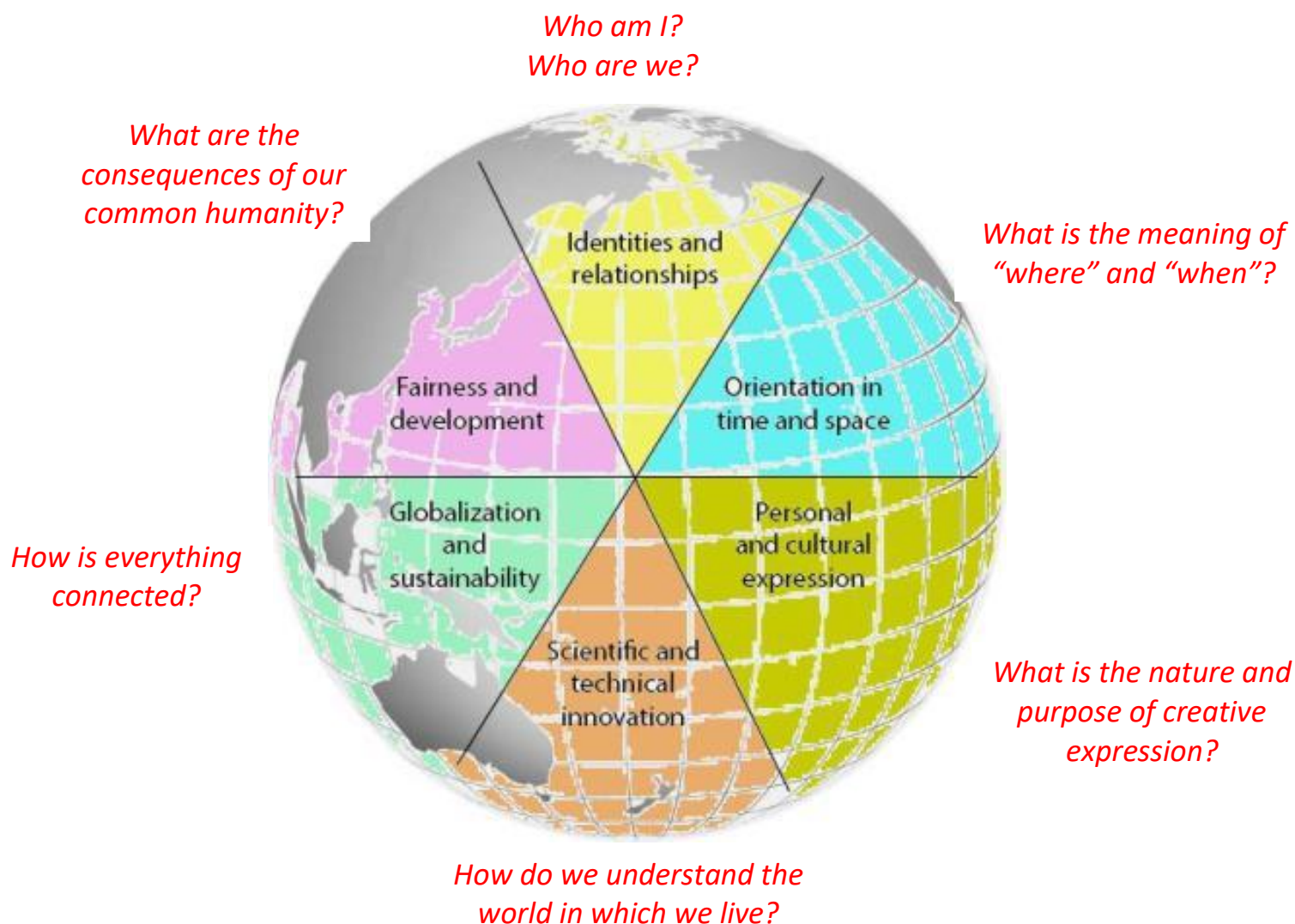
Distinctive features of the MYP include:

- **Key and Related Concepts** are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.
- **Global Contexts** provide shared starting points for inquiry into what it means to be internationally-minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.
- **Approaches to Teaching and Learning**, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.
- **Service As Action** involves clear learning outcomes that grow from students' participation in local and global communities.
- The **Community Project** gives students in year 3 (Grade 8) the opportunity to develop awareness of needs in various communities and to address those needs through service learning. It engages them in a sustained and in-depth inquiry, leading to service as action in the community
- The **Personal Project**, for students completing the programme in year 5 (Grade 10), is a culminating experience in which students apply their approaches to learning skills to complete an extended, self-directed piece of work. This required component provides opportunities for creative and truly personal demonstrations of learning.
- **Interdisciplinary Learning** takes place between different subject groups, as well as between different disciplines within a subject group. This kind of learning encourages broader perspectives on complex issues and encourages deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.



6. TEACHING AND LEARNING IN CONTEXT

Students learn best when their learning experiences have context and are connected to their lives. Global Contexts allow students to develop an understanding of their common humanity and shared guardianship of the planet through appropriate explorations. They invite reflection on local, national and global communities, as well as the real-life issues and concerns. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a programme of international education.



7. TEACHING AND LEARNING THROUGH CONCEPTS

The MYP identifies 16 **key concepts** to be explored across the curriculum. These concepts represent understandings that reach beyond the eight MYP subject groups from which they are drawn. They provide a way into a body of knowledge through structured and sustained inquiry.

<p>Communities groups that exist in proximity defined by space, time or relationship</p> <p>groups sharing particular characteristics, beliefs or values</p> <p>groups of interdependent organisms living together in a specific habitat</p>	<p>Time, Space, and Place refers to the absolute or relative position of people, objects and ideas.</p> <p>focuses on how we construct and use our understanding of location (“where” and “when”)</p>	<p>Identity state or fact of being the same</p> <p>refers to the particular features that define individuals, groups, things, eras, places, symbols and styles</p>	<p>Creativity process of generating novel ideas and considering existing ideas from new perspectives</p> <p>ability to recognize the value of ideas when developing innovative responses to problems</p>
<p>Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste</p> <p>develops skills for the critical appreciation and analysis of art, culture and nature</p>	<p>Systems sets of interacting or interdependent components</p>	<p>Culture encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities</p>	<p>Change a conversion, transformation or movement from one form, state or value to another</p> <p>inquiry into the concept of change involves understanding and evaluating causes, processes and consequences</p>
<p>Relationships connections and associations between properties, objects, people and ideas— including the human community’s connections with the world in which we live</p>	<p>Global Interactions focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole</p>	<p>Communication exchange or transfer of signals, facts, ideas and symbols.</p> <p>involves the activity of conveying information or meaning</p>	<p>Perspective position from which we observe situations, objects, facts, ideas and opinions</p>
<p>Connections links, bonds and relationships among people, objects, organisms or ideas</p>	<p>Logic method of reasoning and a system of principles used to build arguments and reach conclusions</p>	<p>Development act or process of growth, progress or evolution, sometimes through iterative improvements</p>	<p>Form shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance</p>

8. MYP PROJECTS

MYP projects are informed by respected models of service learning and provide stepping stones toward the DP's core requirements for Creativity, Action and Service (CAS).

Supervisors meet with students on a regular basis to share information about requirements and deadlines and to provide advice about how to proceed. However, it is the students themselves who make decisions about what they will do and how they will achieve it. Both projects culminate in an exhibition of the students' products, where they present to an audience of fellow students, parents, staff and the general public.

Community Project

Done in Grade 8, this project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the Community Project engages in a sustained, in-depth enquiry leading to service as action in the community.

Personal Project

From the second semester of Grade 9 until December of Grade 10, all students will complete the MYP Personal Project; a year-long project on a topic of the student's choice. This project gives students the opportunity to showcase their talents in unique and creative ways.

A detailed [Personal Project booklet](#) is given to each student in the second semester of Grade 9, when they start to decide on their topics. The booklet lists deadlines and provides specific information about choosing a topic, working with a supervisor, organizational methods and assessment criteria.

For more information, access this link on [Projects](#)



9. SERVICE AS ACTION (SAA)

SAA at IAA is an important aspect of the IB philosophy and curriculum where students engage in experiential opportunities and apply what they learn in the classroom by working on service projects within their multiple communities (local, city, national, regional, and international). IAA approaches SAA with a service-learning framework, which is where genuine and sustainable service opportunities are developed in direct and explicit connection with an academic subject/s and unit. School's SAA policy can be accessed from this link [IAA Policies](#).

Students must successfully complete the school's SAA requirements to be eligible for the IAA High School Diploma. Student reflections must indicate that these requirements have been met. The classroom teacher (carrying out the SAA activity) and the SAA Coordinator will monitor the student's progress.

- Grades 6, 7 and 8 students work on and complete one SAA activity per year in subjects where service projects are firmly established. Teachers will guide students throughout the unit.
- Grades 9 and 10 students also complete one SAA activity per year derived from the curriculum, but projects are more individual in nature.

Grade	Service As Action Unit (completed in 2021 – 2022)
6	Composting Students learn about their role in preserving the environment and how they can affect change by learning how to compost.
7	Exploring Sustainable Development Goals to serve the community Students learn about human rights and the role of the UN; they learn more about the sustainable development goals and then, choose a goal to work on. They come up with different projects to express their views on these goals and offer solutions that can serve their community.
8	Movements Students share movements from different cultures and the history behind them as a way of supporting intercultural respect and awareness.
9	Jordanian Narrative Project Students investigate the journey of migrants, immigrants and locals who constitute the Jordanian society and learn how to tell their narratives
10	Civil Society Research and Advocacy Students learn about global social issues and relate them to local issues



10. HOW DOES MYP PREPARE STUDENTS FOR THE DP?

By the end of the MYP, students should be able to plan, organize and complete their own learning activities with limited support. They should have strong communication skills using a variety of styles of communication. Students should be able to identify and build on their strengths, as well as identify and accommodate their weaker areas.

In addition to these academic skills, over the course of the MYP, students will develop a strong knowledge and skills base in the different subject areas. These knowledge and skills help to prepare students for the greater challenges of the DP. Given that both are IB models, there is a natural continuum between the two.



11. ASSESSMENTS IN THE MYP

Teachers use various types of formative and summative assessments (e.g. tests, projects, oral presentations, paragraphs, essays and lab reports). Work is assessed using subject-specific criteria, which gives students clear descriptions of quality work. Each criterion level represents a concrete skill or content area.

Student achievement in each criterion is an ongoing goal throughout the year, with each semester grade providing an idea about the student's progress at that time. Teachers give frequent feedback, through formative and summative assessments, to help students reach their goals

MYP Assessment Criteria

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying maths in real-world contexts
Arts	Investigating	Developing	Creating / Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community Project	Investigating	Planning	Taking Action	Reflecting
Personal Project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	



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12. GRADING IN THE MYP

To determine semester grades, teachers first review a student’s achievement on the subject-specific criteria. This is done by looking holistically at everything students have done over the semester, taking into account factors such as the difficulty and importance of specific tasks and the development of skills over time. Once subject-specific criteria marks have been determined, a conversion chart, taken from the MYP Coordinator’s Handbook, is used to determine the overall 1-7 grade for the semester.

Grade	Boundaries for 4 criteria	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

For more information about assessment, please contact either the Head or Department or the MYP Coordinator, depending on the question, through the School Secretary.

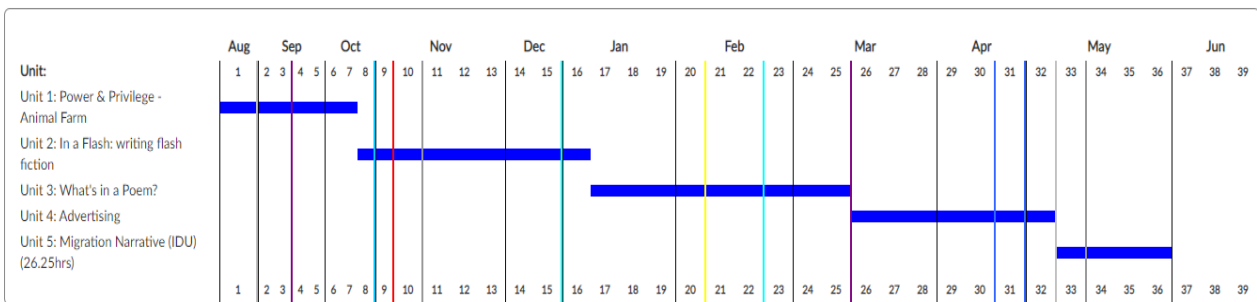
13. SUBJECT AREA OVERVIEW

13.1 ATLAS

IAA uses Rubicon Atlas, a curriculum mapping system which allows parents and staff to review the entire academic programme from Pre-K all the way to Grade 12. This allows parents to support their children with comprehensive knowledge of learning concepts and topics as they move through their years at IAA.

Parents can use Atlas....

- Go to <https://iaa-jo-public.rubiconatlas.org/Atlas/Authentication/View/PublicLogin>
- Password is **iaaatlas**
- Click on “Browser” and select the subject that you want to access
- Find below the Unit Calendar and snapshot Curriculum Map for Grade 9 English Language and Literature (for 2020-2021).



Unit	Key & Related Concepts	Statement of Inquiry	Inquiry Questions	Content	Skills
<input checked="" type="checkbox"/> Unit 1: Power & Privilege - Animal Farm (Week 1, 7 Weeks)	Key Concepts MYP Perspective Show details Related Concepts MYP Language and literature Language and literature Context Show details Theme Show details © International Baccalaureate Organization	contextualized via the context and themes of various text types	Factual: <ul style="list-style-type: none"> What is an allegory? way context if ending of texts? In what ways can film be compared with written text? What is Theme? What is a compare & contrast essay? Conceptual: <ul style="list-style-type: none"> How is power and privilege explored through the themes in text? How does context affect perspectives on power & privilege? How do film makers explore perspective through use of visual and sound techniques? How do authors explore perspective through the use of literary techniques? Debatable: <ul style="list-style-type: none"> Does absolute power corrupt absolutely? 	<ul style="list-style-type: none"> Each week students will take a reading comprehension quiz and write brief chapter summaries for Animal Farm as well as a reading discussion anchor activity. Week 1: Students will be able to identify the central concepts of the unit and the SOI through discussion of the unit's inquiry questions. Students will play a game based on their own opinions regarding debatable questions. Students will be able to identify 5 topics that explore the context of the novel Animal Farm - the Russian revolution. They will use their research, communication and collaboration skills work in groups and create research based posters/ presentations (their choice) one one topic of the Russian revolution. Through this activity they will	WHAT CAN THEY DO <ul style="list-style-type: none"> Understand and explore the Global Context of Fairness & Development with regards to the concepts of power and privilege. Students will be able to make connections with real world issues surrounding the abuses and responsibilities of power. Students will understand the historical context of the Russian revolution and it's connections to the ideas explored in Animal Farm. Identify, define and use terminology; context, theme, perspective & film analysis terms. Read & comprehend the ideas and literary techniques in Animal Farm and make connections between and various film clips that explore the unit's KC, RC, GC & SOI Students will be able to reflect on the wider implications and relationship between perspective, power dynamics and historical contexts.

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13.2 LANGUAGE AND LITERATURE: ARABIC AND ENGLISH

KEY CONCEPTS			
COMMUNICATION	CREATIVITY	CONNECTIONS	PERSPECTIVES

As language is fundamental to learning, thinking and communicating, Language and Literature study can help students in subjects across the entire curriculum. The aims of MYP Language and Literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from different historical periods and a variety of cultures
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

For more information, access this link on [Language and Literature](#)

Examples of texts covered in Language and Literature in 2021-2022

English	Arabic
G6: Skellig by D. Almond The Westing Game by E. Raskin Short stories from around the world	الصف السادس: ست الكل ، زياد فوق جبل النورس الصف السابع: رجل من القارة المفقودة، لذلك جاءت الحيتان
G7: Red Scarf Girl, Frankenstein, Edgar Allan Poe Short Stories	الصف الثامن: القنفذ، النورس الصف التاسع: أبو بطة ،بيت دميمة الصف العاشر: عائد إلى حيفا
G8: The Giver, Treasure Island, Myths and legends	
G9: Animal Farm, Selected poetry Tasting the Sky by I. Barakat	
G10: Of Mice and Men by J Steinbeck All My Sons by Arthur Miller, Selected War poems	

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13.3 LANGUAGE ACQUISITION: ARABIC AND SPANISH

KEY CONCEPTS			
COMMUNICATION	CREATIVITY	CONNECTIONS	CULTURE

An overarching aim of teaching and learning languages is to enable students to become critical and competent communicators. Arabic and Spanish are offered according to school-identified needs.

In Language Acquisition, teaching and learning is organized into six phases, which represent a developmental continuum of additional language learning. Depending on their prior language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit from any phase on the continuum.

Phases 1 / 2 Emergent Communicator	Phases 3 / 4 Capable Communicator	Phases 5 / 6 Emergent Communicator
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The aims of the teaching and learning of MYP Language Acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop student's communication skills necessary for further language learning and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from one's own and other cultures, leading to involvement and action in one's own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

All IAA students must take Arabic (either *Language and Literature* or *Language Acquisition* – depending on their background). As for Spanish,

Grade 6: A semester of Spanish – Phase 1 (Complete Beginners)

Grades 7-10: Students can choose Spanish (but not mandatory)

For more information, access this link on [Language Acquisition](#)

13.4 INDIVIDUALS AND SOCIETIES

KEY CONCEPTS			
GLOBAL INTERACTIONS	CHANGE	SYSTEMS	TIME, PLACE AND SPACE

The content of the course is both rich in Geography and History and is designed over a five-year period. There is a balance between Arab and Western history of the Mediterranean/Middle Eastern regions and topics chosen from world history. There are also themes in geography from Asia, South and North America and Europe. In addition, there are modern global studies in both geography and history that help prepare students for their chosen DP areas of interest. IAS instruction is given in Arabic and English.

The aims of the teaching and study of MYP IAS are to encourage and enable students to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live

IAA Individuals and Societies Continuum

The aims and objectives of MYP IAS provide a bridge to DP Group 3 - Individuals and Societies. DP Group 3 aims to encourage the systematic and critical study of: human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions.

MYP IAS prepares students for DP subjects offered at IAA, which are:

- History (Route 2)
- Economics
- Business Studies
- Environmental Systems and Societies
- Global Politics
- Psychology



For more information, access this link on [Individuals and Societies](#)

13.5 SCIENCE

KEY CONCEPTS		
CHANGE	RELATIONSHIPS	SYSTEMS

The objective of the Sciences programme is to draw together the skills and attributes that will enable a student to make sense of our rapidly changing world. The aims of MYP Sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- consider science as a human endeavor with benefits and limitations
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions
- build an awareness of the need to effectively collaborate and communicate apply language skills and knowledge in a variety of real-life contexts
- develop sensitivity towards the living and non-living environments
- reflect on learning experiences and make informed choices.

MYP Science builds on experiences in Science from the Primary grades and prepares students for the different Sciences in the DP that include:

- Physics
- Chemistry
- Biology
- Environmental Systems and Societies
- Design Technology
- Computer Science
- Sports, Exercise and Health Science

IAA Sciences Continuum

Grades 6-8 students:

All students take Integrated Science, which includes Physics, Biology, Chemistry and Earth and Space units.

Grades 9-10 students:

At the end of Grade 8, students are given the option of either taking Integrated Science, or they can choose to study all 3 Sciences (Biology, Chemistry, Physics as separate subjects. This is referred to as Discrete Sciences.

For more information, access this link on [Science](#)



13.6 MATHEMATICS

KEY CONCEPTS		
FORM	RELATIONSHIPS	LOGIC

Understanding and being able to use mathematics with confidence is not only an advantage in school, but also a skill for problem-solving and decision-making in everyday life. The aims of MYP mathematics are to encourage and enable students to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking
- develop confidence, perseverance, and independence in mathematical thinking and problem-solving
- develop powers of generalization and abstraction
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- appreciate the contribution of mathematics to other areas of knowledge
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- develop the ability to reflect critically upon their own work and the work of others.

In Grade 10, students are allocated in *Standard Mathematics* or *Extended Mathematics*. Decision is made by Head of Maths and Head of Middle School. It is based on work ethics, performance in Grade 9 and International Standardized Assessments.

Standard Mathematics	Extended Mathematics
Aims to give a sound knowledge of basic mathematical principles while allowing students to develop skills needed to meet the objectives of MYP mathematics	Includes the standard mathematics framework supplemented by additional topics and skills, providing greater breadth and depth

For more information, access this link on [Mathematics](#)

13.7 ARTS

KEY CONCEPTS			
COMMUNICATION	CHANGE	IDENTITY	AESTHETICS

The Arts promote unique ways of understanding and developing individual abilities. Positive experiences in the Arts develop communication and imagination, making students more sensitive and responsive to the natural and man-made world. It also enhances self-esteem and builds confidence in problem-solving and the logic of developing sequences of ideas. The Arts provide insight and understanding into the values and attitudes of other cultures and historical times.

At IAA there are three disciplines that make up the Arts Department (Music, Drama and the Visual Arts). The aims are consistent across them even though they use their own discrete methods to achieve this commonality.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world



The IAA Arts Continuum

Students continuing onto the DP will have a foundation in at least one art form and will have developed an inquiring, reflective approach to their work as well as a deeper understanding of the role of the arts in society and in their own lives. Reflection, evaluation, artistic self-expression, collaboration and communication are intrinsic to the beliefs and values held by MYP and DP Arts.

Students will take the following Arts subjects:

Grade 6: Visual Arts and Drama

Grade 7: Visual Arts and Music

Grade 8: Drama and Music

Grades 9/10: 1 or more from Visual Arts, Drama and Music (but not mandatory to do Arts in G9/10)

For more information, access this link on [Arts](#)

13.8 DESIGN

KEY CONCEPTS			
COMMUNICATION	COMMUNITIES	SYSTEMS	DEVELOPMENT

Design enables students to utilize technology and, importantly, to adapt and apply it to solving problems. It addresses the issue of uses of technology in a rapidly changing world that raises students' awareness of their responsibilities when making decisions and taking actions on important matters.

The aims of MYP Design are to encourage and enable students to:

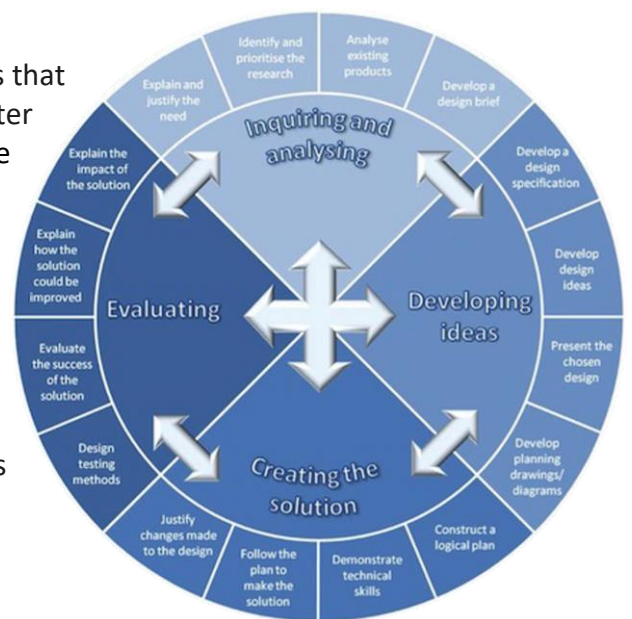
- enjoy the design process and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

The IAA Design Continuum

Design in the MYP exposes students to design challenges that have a real-world solution and helps them to better understand the positive impact that they can have. The teaching and learning experiences challenge students to be curious, ask questions, explore and interact with the environment physically, socially and intellectually to construct meaning and refine their understanding.

Students follow a curriculum that covers the two elements of design: Product Design & Digital Design. Both disciplines use the Design Cycle which encompasses the 4 assessment criteria:

- Inquiring and Analysing
- Developing ideas
- Creating the solution
- Evaluate



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The process helps students to research various topics, develop a range of design ideas, which are then finalised in the creation of a product (Product Design) or a virtual solution (Digital Design) that is ultimately assessed using surveys, tests or personal interviews with clients.

- Grades 6-7: 1 semester of Product Design; 1 semester of Digital Design
- Grade 8: Product Design (optional)
- Grade 9: Product Design or Digital Design (both optional) all year round
- Grade 10: Product Design (optional) all year round

Students continuing onto the Diploma Programme, whether in Design Technology or in Computer Science, will have experienced the use of the 'Design Cycle Model'. They would have developed their critical thinking in addition to design and problem-solving skills. The aforementioned DP courses are a part of the Group 4 subjects – the Experimental Sciences.

For more information, access this link on [Design](#)

Grade 10 | Flat-pack Furniture

The product follows the flat pack mechanism through the use of housing joints and dowel joints making it easy to attach and detach the pieces.

5-point harness (safety), will be attached and detached by pulling it through the circle slot and in from the spaces from the back of the highchair.

Removable tray: Attached through a housing joint. Can slide in and out and is manufactured using foam board.

Foam board: lightweight, allowing portability, cost-efficient, water and stain proof, which is helpful when cleaning up after meals.

Coarboard, provides safety towards the user, keeping them from sliding out from under (safety).

The product will cost around 25,000 based on its function as well as materials and joints used.

The measurements will be scaled down to the ratio 1:10.

Gender neutral colour scheme.

Circle slot: Aesthetic purposes as well as functionality, allowing the target market to easily grip onto the product to move it around.

Target market: Parents.

Target audience/ user: Babies both girls and boys aged from 6 months-3 years.

Housing joint, allowing the user to slide the tray in and out.

3mm corrugated cardboard: lightweight allowing portability.

- Cheap
- Eco friendly and reusable (environment)

Dowel joint: Using latex pins to connect the foot rest as well as the seat to the back of the highchair.

Rubber stoppers, preventing the high chair from sliding from accidental movement (safety).

Housing joint: Adjustable foot rest allowing the use of the highchair throughout growth up until the age of 3.

Grade 8 | Time Management

Overall measurements: Each measurement in the measurement of the mockup multiplied by 20 so it is easier to handle on Sketchup. The walls of the design are made of MDF wood. The windows of the design are made of acrylic sheets. The schedule of the right wall of the design is made of paper.

Made of MDF wood

Storage hole measurements: Made of MDF wood

Fit drawer: Made of pine wood

Removable roof: Made of pine wood. Based on expert feedback collected when presenting the mockup, the roof is removable to add extra space for storage.

SHAPE OF ROOF

SCHEDULE

Design 1

Design 5

BOTTOM VIEW

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13.9 PHYSICAL AND HEALTH EDUCATION (PHE)

KEY CONCEPTS		
CHANGE	RELATIONSHIPS	COMMUNICATION

MYP PHE builds on learning that students have experienced in the Primary school. It aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. It fosters the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle and promote positive social interaction. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being.

The aims of MYP PHE are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.



The IAA PHE Continuum

Grades 6 -8: All students are enrolled in PHE

Grades 9 – 10: All students, except those who take Spanish as an additional subject, are enrolled in Sports and Games. The purpose of this non-MYP subject is to enhance physical abilities, endurance and performance. Students also take part in either group games and team building exercises

Students have the option to enroll in PHE, an MYP subject, but it is not mandatory.

Students continuing onto the DP have the opportunity to build on the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of Sports, Exercise and Health Science. This DP course is one of the Group 4 subjects – the Experimental Sciences

For more information, access this link on [PHE](#)

13.10 INTERDISCIPLINARY LEARNING

Interdisciplinary learning takes place between different subject groups to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. It is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.

For more information, access this link on [Interdisciplinary Learning](#)

Examples of the Interdisciplinary Units completed in 2021 – 2022.

Grade	Subjects	Description
6	Individuals & Societies and Arabic	Students learn how to use language to express their thoughts and understanding of historic epochs and to promote and preserve the cultural heritage of Petra.
7	Science and Physical & Health Education	Students learn how to maintain body systems in a way that can refine athletic performance and enhance physical health.
	English Language & Literature and Individuals & Societies	Students write persuasive speeches to communicate their views on human impact on the environment
8	Arabic and Religion	Students learn how to use language to convey virtues and values that can make their community a better place.
	Science and Mathematics	Students inquire into several types of pollution through data collection and processing.
9	Biology and Chemistry	Students apply knowledge and skills from Biology and Chemistry to determine if Amman’s tap water is safe to drink.
	Individuals & Societies and English Language & Literature	Students learn how to create a narrative style presentation that expresses the impact of migration on people’s identity and human rights.
10	Individuals & Societies and English Language & Literature	Students explore how organisations can utilize a variety of mediums for the purpose of connecting with the public to achieve fairness and development IDU e-assessment – as prescribed by the IB every academic year

14. RELIGION

Please note that Religious Studies is not an MYP Subject. It is a requirement of the Ministry of Education.

الرؤية:

تشكل الأفكار والمعتقدات والأيدولوجيات الدينية في أي ثقافة لأي مجتمع في العالم عنصراً أساسياً في التكوين الثقافي في الشخصية الإنسانية. ومن هذا المنطق يحرص مساق الدراسات الدينية وبرؤية واضحة ومحددة المساهمة في هذا التشكيل الثقافي للشخصية بروح العصر. إذ بنيت رؤية قسم الدراسات الدينية على تخصيص مساحة كبيرة من الانفتاح على الثقافات الدينية في العالم بوعي حضاري وتاريخي. مع مراعاة الخصوصية الدينية لدى الطلبة. كما ويساهم مساق الدراسات الدينية في زرع روح المحبة والافتخار والاحترام المتبادل بين الأديان المتعددة في المجتمع الواحد.

الأغراض:

إن أغراض تدريس مادة الدراسات الدينية في برنامج السنوات المتوسطة (MYP). يشجع الطلاب وتمكنهم من:

- استخدام مادة الدراسات الدينية كأداة للتفكير والإبداع والتأمل والتعلم والتعبير عن الذات والتواصل الاجتماعي.
- تطوير المهارات التي تتعلق بالمعارف والمهارات الدينية المتنوعة وأساليب التقديم والعرض المناسب لها.
- تطوير طرق نقدية ومبتكرة وشخصية لدراسة وتحليل وفهم النصوص الدينية بروح العصر الذي يعيشه الطلاب.
- احترام وتفهم وجهات نظر وقيم ومواقف الآخرين المنطلقة من أسس أديانهم الخاصة.
- الوعي والفهم للثقافات الدينية المتنوعة بالمناسبات الدينية في العديد من الأماكن وفي أوقات مختلفة.
- امتلاك حس الوعي الديني، والرغبة في أن تكون سباقاً ومواطناً ذو مسؤولية عالية من خلال فهم الدين وتطبيقه في الحياة اليومية بطريقة راقية وعصرية.
- الاهتمام بجعل مادة الدراسات الدينية عملية مستمرة مدى الحياة.
- فهم التفاعل والترابط بين الأديان المختلفة في مجتمعاتهم وبيئاتهم.
- فهم القضايا والمشكلات الدينية المعاصرة التي يتبناها الفكر الديني الخاص والمشاركة الفاعلة في حلها.

أهداف تعليم الدراسات الدينية في IAA :

- أن يتعرف الطالب على المبادئ والقيم والاتجاهات الدينية.
- أن ننمي لدى الطالب الاتجاهات الايجابية نحو دينه ووطنه. ويعي تداعيات ذلك على بيئته وصحته ومجتمعه.
- أن يربط الطالب المعرفة والممارسات التي يتعلمها بحياته العملية سواء كمجتمع مصغر في المدرسة أو الوطن.

وتنص أهداف أي موضوع من مواضيع برنامج السنوات المتوسطة على غايات محددة موضوعاً لتحقيق التعلم في هذا الموضوع وتحدد هذه الأهداف ما سيستطيع المتعلم القيام به أو القيام به على نحو أفضل، نتيجة لدرسته لهذا الموضوع.

ومن أجل تحقيق أهداف مادة الدراسات الدينية في برنامج السنوات المتوسطة بمستوى عالٍ من الجودة. كان من الضروري التركيز على مهارات متنوعة تخدم خصوصية هذه المادة الدراسية. وأهم هذه المهارات:

- المهارات الفنية
- المهارات التحليلية
- مهارات صنع القرار
- مهارات التحقيق
- التنظيم والعرض

يمكن استخدام هذه المهارات كمهارات مستقلة وكمهارات يعتمد بعضها على بعض. يستطيع الطلاب تطوير هذه المهارات من خلال دراسة مادة الدراسات الدينية وترتبط أهداف مادة الدراسات الدينية موضحة أدناه ارتباطاً مباشراً بمعايير التقييم أ-ج (انظر معايير التقييم لمواضيع مادة الدراسات الدينية)

أ- المعرفة والفهم : تعد المعرفة أمراً أساسياً لدراسة العلوم الإنسانية وتشكل قاعدة تنطلق منها لاستكشاف

المفاهيم وتنمية المهارات في نهاية دراسة هذه المادة يكون الطالب ملماً بالمعارف التالية:

السيرة والقصص: وفي نهاية الدورة يجب على الطالب أن يكون قادراً على:

- التعرف على أحداث السير والقصص الدينية مما ينشئ لديه الشعور بالهوية الدينية.
- فهم الوقائع الدينية المختلفة عبر المسيرة الزمنية.
- زيادة الوعي بالتسلسل الزمني للوقائع الدينية الذي يربط بين الأحداث عبر الزمن.

القيم والأخلاق : وفي نهاية الدورة ينبغي على الطالب أن يكون قادراً على:

- التعرف القيم والأخلاق بشكل واع.
- إدراك الأثر الإيجابي للقيم على الفرد والمجتمع.

العقائد : وفي نهاية الدورة ينبغي على الطالب أن يكون قادراً على:

- إدراك المفاهيم المتعلقة بموضوع العقائد.
- إدراك أهمية الإيمان من خلال إظهار أثره على حياة الفرد والجماعة.
- القدرة على الاستدلال بالنصوص الدينية فيما يخص مختلف الموضوعات.
- القدرة على الإجابة عن التساؤلات في مفاهيم العقائد الدينية.

العبادات : وفي نهاية الدورة ينبغي على الطالب أن يكون قادراً على:

- التعرف على المصطلحات والمفردات المتعلقة بمفهوم العبادات
- بيان الأثر الإيجابي لتطبيق العبادات على الفرد والمجتمع.

ب- المهارات : بناء المهارات في مادة الدراسات الدينية هو أمرٌ غاية في الأهمية لتمكين الطلبة من القيام

بالأبحاث وإظهار الفهم للمعرفة، وينبغي على الطلبة أن يكونوا قادرين على إظهار المهارات التالية

خلال دراستهم لموضوع مادة الدراسات الدينية وحتى مستويات أكثر تعقيداً.

المهارات الفنية مع نهاية دراسة الموضوع يستطيع الطالب:

- التمتع بالمعلومات ذات الصلة واختبارها وتسجيلها بعد استخراجها من مصادر متنوعة.
- استخدام عدة مصادر ووسائل تكنولوجيا للبحث عن المعلومات واختيارها وتفسيرها وإيصالها.
- استخدام مصادر كالخرائط والرسوم البيانية والجداول والصور والإحصائيات بطريقة تحليلية.
- إدراك أهمية الالتزام بالتعليمات، مثل: العمل ضمن فرق إدارة الوقت واحترام خصوصية مادة الدراسات الدينية.

المهارات التحليلية: وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:

- تحليل وتفسير المعلومات من مجموعة واسعة من المصادر.
- تحديد المسائل الرئيسية والمشاكل والقضايا.
- اجراء مقارنة بين الأحداث و القضايا والأفكار والحجج ضمن مجموعة من السياقات.
- تنمية استراتيجيات الملائمة لمناقشة القضايا.
- صياغة مناقشات واضحة ومنطقية وثابتة كإصدار أحكام متوازنة. واستخلاص النتائج بما فيها التضمينات.
- اتخاذ قرارات حكيمة مبنية على أدلة قوية وربطها بواقع الحياة المختلفة.

مهارات التحقيق: وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:

- اختبار الفرضيات أو الأفكار وتعديلها عند الضرورة.
- تخطيط وتنفيذ وعرض التحقيقات الفردية والجماعية.
- الانخراط في العمل الميداني من أجل استكمال التحقيق.

ج- البحث العلمي: ينبغي أن تتيح مهام التقييم الملائمة للمعيار (ج) الفرصة الحقيقية للطلبة لتصميم التحقيقات العلمية وتنفيذها باستقلالية، والتي تتضمن بعض المقترحات الممكنة لمشكلات حياتية على سبيل المثال لا الحصر مشكلات في الحياة الاجتماعية والأسرية بحلول ومقترحات ذات أبعاد دينية مشكلات حضارية وعلمية ودينية. وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:

- اختبار وتحديد المشكلة بشكل واضح ومحدد أو سؤال بحث ليتم فحصه من قبل الطالب من خلال استقصاء علمي.
- صياغة فرضية قابلة للاختبار من منطلق مشكلة الدراسة وشرحها لاستخدام المنطلق العلمي.
- تصميم وتنفيذ خطة البحث العلمي بحيث تتضمن متغيرات وضوابط وأسلوب يتم اتباعه.
- جمع المعلومات ومعالجتها.
- كتابة تقرير البحث بشكل مسودة ومن ثم تعديله.
- كتابة تقرير البحث بشكل نهائي.

د- (النتظيم والعرض)

ينبغي أن يشعر الطلبة بالارتياح باستخدام صيغ متنوعة لتنظيم وعرض أعمالهم (بما في ذلك العروض الشفوية، العروض المفصلة) باستخدام وسائل تكنولوجيا مختلفة وعليهم أن يدركوا أن عرضهم ما هو الا إبتداع منظور جديد لتعلم مادة الدراسات الدينية.

وفي نهاية الدورة ينبغي على الطالب أن يكون قادرًا على:

- إيصال المعلومات ذات الصلة بالموضوع.
- تنظيم المعلومات بطريقة متسلسلة منطقية متناسبة مع وسائل الإيضاح المستخدمة.
- العرض والتعبير عن المعلومات والأفكار بطريقة واضحة وموجزة وذلك باستخدام اللغة المناسبة والأسلوب والتمثيل البصري.
- توثيق المراجع والمصادر المستخدمة في المادة المعروضة.

15. IAA LANGUAGE POLICY

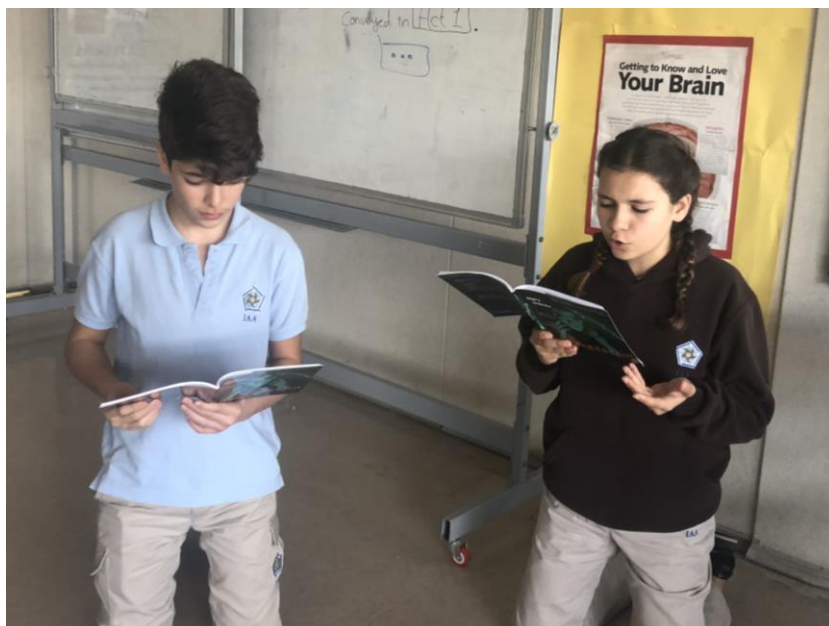
PHILOSOPHY

Language is first and foremost the means of communication between individuals, groups and nations. Through the acquisition of language, students are enabled to access the necessary learning tools for their continued and future development and success, thereby enabling them to meet the challenges and opportunities of a rapidly changing world.

IAA, therefore, believes that language and learning are inextricably linked. Through the languages spoken and taught at the school, students can develop attitudes and skills as well as knowledge about their own and others' social and national cultures thereby encouraging multiple perspectives, understandings and international awareness.

IAA further believes that:

- All teachers are language teachers regardless of discipline or grade level
- All members of the school community have an important role in a student's language development, either through use of language and/or promotion of language learning
- Mother-tongue development (Arabic) is vital in order to maintain culture, heritage and community links
- Whilst all languages are equally valuable, the language of instruction and mother-tongue should receive additional support in order to further fulfil each student's educational and social potential
- The school community should be encouraged to acquire and develop additional language(s)
- Students of other mother tongues should also receive additional support (where practicable).



LANGUAGES AT IAA

IAA delivers an international programme to a predominantly Jordanian school population. All students must study Arabic regardless of nationality. The language of instruction is English, with Arabic taught at all Grade levels and Spanish offered as a third language (Language Acquisition) in Secondary. It is intended that all graduating IAA students will be bilingual in English and Arabic. Mother-tongue (Arabic) is used in Religion and in Arabic - Individuals and Societies classes.

At the Primary level, the emphasis is on continuing acquisition of English language skills and refinement of Arabic. Core (English, Maths and Science) and Foundation subjects are delivered in English. Arabic is the language of instruction for Arabic Language, Social Studies and Religion (as required by the Ministry of Education).

In Secondary, all subjects are delivered in English with the exception of Arabic, Spanish, Religion and in Individuals and Societies-Arabic classes.

Spanish is offered as an additional language in the MYP and DP. All students will be encouraged to use the language of instruction in the corresponding class.

As language is the key to all learning, appropriate linguistic strategies will be taught throughout all subjects regardless of language of instruction.



16. IAA PROMOTION POLICY

Promotion between Grades 6 to 10

At the end of the academic year, any student who scores a '2' or below in any of the core subjects Arabic, English, Mathematics or Science has to sit for a retake exam in the subject(s) two weeks before the start of the new academic year.

A student who still does not attain more than a '2' in two or more of the core subjects will be referred to a committee consisting of the Director, the Secondary Principal and the Head of Middle Years to evaluate the needs of the student and determine whether s/he will be promoted, required to repeat the previous grade.

A student who still does not attain more than a '2' in a singular subject will be promoted but will start the next grade on an academic contract for that subject. If the student is unable to then achieve more than a 2 in that subject (allowing for another retake at the end of this grade) then he/she will not be promoted.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

Learning Support students: students who receive Learning Support services will be considered individually and are not required to meet the expectations laid out in the Policy above.

Promotion from Grade 10 to 11

At the end of the academic year, any student who scores a '2' or below in any of the core subjects Arabic, English, Mathematics or Science has to sit for retake exams in the subject(s) before the start of the new academic year.

A student who still does not attain more than a '2' in one or more of the core subjects will be referred to a committee consisting of the Director, the Secondary Principal and the Head of Middle Years to evaluate the needs of the student and determine whether s/he will be promoted or required to repeat the previous grade.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

Learning Support students: students who receive Learning Support services will be considered individually and are not required to meet the expectations laid out in the Policy above.

In addition, based on the transcript results that are released by IAA at the end of semester 2 in G10:

- A student who does not successfully complete SAA and/or does not achieve at least a Grade 4 in the PP, then the decision for them to enroll in the full IB Diploma is at the discretion of a committee consisting of the Director, the Secondary Principal and the Head of the Middle Years Programme.

Please note the following requirements for a student contemplating the scientific stream:

- Students who do not obtain a minimum of a '6' in Mathematics or a minimum of a '5' in Mathematics Extended will not be allowed to register for Mathematics HL. Students who do not obtain a '4' in Grade 10 Mathematics will not be allowed to register for Mathematics Standard Level Analysis and Approaches.
- Students who do not obtain a minimum of a '5' in either of the integrated or discrete sciences and who do not obtain a minimum of a '6' in Mathematics or a minimum of a '5' in Mathematics Extended will not be allowed to register for a Higher Level in Physics.

Promotion from Grade 11 to 12

If a student achieves 3 or less on the end of year HL exam, they have to re-sit for that exam before the start of the next academic year. Students achieving 2 or less on the end of year SL exam will have to re-sit for that exam before the start of the next academic year. Students who do not obtain 22 points by the Semester 2 grading point of Grade 11 will not be allowed to carry on to Grade 12 as full Diploma students. They must be registered as Diploma Course students and their programme of study changed accordingly.

Students who do not meet the MOE requirements for attendance at school will not be promoted to the next grade.

